

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
WASHINGTON, D.C. 20202-6140

**FISCAL YEAR 2000**  
**APPLICATION FOR NEW GRANTS FOR THREE DIRECT GRANT PROGRAMS:**

**ALASKA NATIVE EDUCATION PLANNING, CURRICULUM DEVELOPMENT,  
TEACHER TRAINING AND RECRUITMENT PROGRAM  
(CFDA 84.320A)**

**ALASKA NATIVE HOME BASED EDUCATION FOR PRESCHOOL CHILDREN  
(CFDA 84.321A)**

**ALASKA NATIVE STUDENT ENRICHMENT PROGRAM  
(CFDA 84.322A)**

**FORM APPROVED**  
**OMB No. 1810-0603 Exp. Date: 01/31/2002**



**DEADLINE . . . . . CH 20, 2000**

## PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0603. The time required to complete this information collection is estimated to average 16 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Lynn Thomas, U.S. Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, 400 Maryland Avenue, S.W., FOB6, Room 3C124, Washington, D.C. 20202-6140.

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**SECTION A**

**DEAR APPLICANT LETTER**

Dear Applicant:

Thank you for your interest in the Alaska Native Education Programs. The Alaska Native Education Programs are authorized under Title IX, Part C, of the Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. 7931-7938. Included in this application package are the instructions and forms needed to submit an application to the U.S. Department of Education (Department). Please take the time to review the authorizing statute, the program regulations, and all of the application instructions thoroughly.

This application package covers three competitions for which the titles, Catalog of Federal Domestic Assistance (CFDA) number, and due date are listed below:

<b><u>CFDA No.</u></b>	<b><u>PROGRAMS</u></b>	<b><u>CLOSING DATE</u></b>
<b>84.320A</b>	<b>Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment Program</b>	<b>3/20/00</b>
<b>84.321A</b>	<b>Alaska Native Home-Based Education For Preschool Children</b>	<b>3/20/00</b>
<b>84.322A</b>	<b>Alaska Native Student Enrichment Programs</b>	<b>3/20/00</b>

*Note: The Department will hold a single competition for projects under all three programs. Funds will be allocated among the highest-quality applications received. Applicants must submit a separate application for each program for which they apply and indicate the appropriate CFDA number (including alpha suffix) on the application cover sheet (Standard Form 424) item #3.*

I would like to bring your attention to other Departmental requirements that affect the application that you will be developing. One concerns a provision in the Department of Education's General Education Provisions Act (GEPA), while the second concerns the budget information needed for multi-year projects.

First, Section 427 of GEPA was enacted as part of the Improving America's Schools Act of 1994 and requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. Your description need not be lengthy and may be provided in either a separate narrative or, if appropriate, may be discussed in connection with related topics in the application.

Second, in accordance with Education Department General Administrative Regulations (EDGAR), an applicant may request funding for a multi-year award. In order to be considered for multi-year funding, the applicant must explain why a multi-year project is needed and provide a detailed budget for each of the years of the proposed project. The Department will negotiate, at the time of the initial award, the funding levels for each year of the grant award. If you are selected for an award, the budgets for all years of the project will be negotiated at the same time. This means that future continuation awards will rely heavily on project performance reports, which will need to be submitted near the end of each budget period. You will be notified when the reports are due.

Also, I would like to inform you that the Department has developed performance indicators for the Alaska Native Education Programs, and a copy of the performance indicators is included in this application package. As part of a governmentwide effort to improve the performance and accountability of all Federal programs, the Government

Performance and Results Act (GPRA) requires the development and use of performance indicators to set goals for program performance and to measure and report program results.

Please refer to the Notice Inviting Applications that follow for a contact name and number, and do not hesitate to call if you should have any questions about the program after reviewing the application package.

We look forward to receiving your application and appreciate your efforts to meet the educational needs of Alaska Native children through this program.

Sincerely,

Michael Cohen

**SECTION B**

**LEGAL AND REGULATORY DOCUMENTS**

Application Notice  
Authorizing Statute

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA Nos.: 84.320A, 84.321A, and 84.322A)

AGENCY: Department of Education, Office of Elementary and Secondary Education -- Alaska Native Education Programs

ACTION: Notice inviting applications for new awards for fiscal year (FY) 2000.

SUMMARY: The Secretary invites applications for new awards for FY 2000 under three direct grant programs for Alaska Natives, and announces deadline dates for receipt of applications under these programs.

APPLICATIONS AVAILABLE: January 19, 2000

DEADLINE FOR RECEIPT OF APPLICATIONS: March 20, 2000

Note: The Department must receive all applications on or before this date. This requirement takes exception to the Education Department General Administrative Regulations (EDGAR), 34 CFR 75.102. Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed regulations. However, this exception to EDGAR makes procedural changes only and does not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Assistant Secretary for Elementary and Secondary Education has determined that proposed rulemaking is not required.

DEADLINE FOR INTERGOVERNMENTAL REVIEW: May 18, 2000

ESTIMATED AVAILABLE FUNDS: Up to \$11 million.

Note: The Department is conducting a single competition for projects under all three programs described in this notice. These funds will be allocated among the highest-quality applications received. Applicants must submit a separate application for each program for which they wish to apply.

ESTIMATED RANGE OF AWARDS: \$50,000 to \$750,000 per year.



ESTIMATED AVERAGE SIZE OF AWARDS: \$366,667.

ESTIMATED NUMBER OF AWARDS: 30

PROJECT PERIOD FOR ALL PROGRAMS: Up to 36 months.

Note: The Department is not bound by any estimates in this notice. Funding estimates are for the first year of the project period only. Funding for the second and third years is subject to the availability of funds and the approval of continuation awards (34 CFR 75.253).

84.320A -- ALASKA NATIVE EDUCATIONAL PLANNING, CURRICULUM DEVELOPMENT, TEACHER TRAINING AND RECRUITMENT PROGRAM.

PURPOSE OF PROGRAM: To support projects that recognize and address the unique educational needs of Alaska Native students through consolidation, development, and implementation of educational plans and strategies to improve schooling for Alaska Natives, development of curricula, and the training and recruitment of teachers. This program is authorized under section 9304 of the Elementary and Secondary Education Act.

ELIGIBLE APPLICANTS: Alaska Native organizations or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages, or partnerships involving Alaska Native organizations.

PROGRAM AUTHORITY: 20 U.S.C. 7934

84.321A -- ALASKA NATIVE HOME-BASED EDUCATION FOR PRESCHOOL CHILDREN.

PURPOSE OF PROGRAM: To support home instruction programs for preschool Alaska Native children that develop parents as educators for their children and ensure the active involvement of parents in the education of their children from the earliest ages. This program is authorized under section 9305 of the Elementary and Secondary Education Act.

ELIGIBLE APPLICANTS: Alaska Native organizations or educational entities with experience in developing or operating Alaska Native programs, or partnerships involving Alaska Native organizations.

PROGRAM AUTHORITY: 20 U.S.C. 7935

84.322A - ALASKA NATIVE STUDENT ENRICHMENT PROGRAMS.

PURPOSE OF PROGRAM: To support projects that provide enrichment programs and family support services for Alaska Native students from rural areas who are preparing to enter village high schools, so that they may excel in science and mathematics. This program is authorized by section 9306 of the Elementary and Secondary Education Act.

ELIGIBLE APPLICANTS: Alaska Native educational organizations or educational entities with experience in developing or operating Alaska Native programs, or partnerships including Alaska Native organizations.

PROGRAM AUTHORITY: 20 U.S.C. 7936

SELECTION CRITERIA: The Secretary uses the selection criteria published in 34 CFR 75.209 and 75.210 to evaluate applications for the Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment Program; the Alaska Native Home-Based Education for Preschool Children Program; and the Alaska Native Student Enrichment Programs. The application package includes the selection criteria and the points assigned to each criterion.

APPLICABLE REGULATIONS: EDGAR in 34 CFR Parts 74, 75, 77, 80, 81, 82, 85, and 86.

FOR APPLICATIONS AND INFORMATION CONTACT: Mrs. Lynn Thomas, U.S. Department of Education, 400 Maryland Avenue, SW., FOB6, Room 3C124, Mail Stop 6140, Washington, DC 20202. Telephone: (202) 260-1541; FAX: (202) 205-5630.

The e-mail address for Mrs. Thomas is: [Lynn\\_Thomas@ed.gov](mailto:Lynn_Thomas@ed.gov)

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

Individuals with disabilities may obtain a copy of the application package in an alternate format, also, by contacting that person. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

### Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the PDF you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have any questions about using the PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC area at (202) 512-1530.

NOTE: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

<http://www.access.gpo.gov/nara/index.html>

Dated:

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Michael Cohen,  
Assistant Secretary for  
Elementary and Secondary Education.

# **Authorizing Statute**

Please refer to:

<http://www.ed.gov/legislation/ESEA/sec9302.html>

## **SECTION C**

### **APPLICATION INSTRUCTIONS AND FORMS**

General Instructions

SF 424 and Instructions

Assurances and Certifications

Program Narrative Instructions & Selection Criteria

Performance Indicators

ED Form 524 Sections A, B, and C and Instructions

## **GENERAL INSTRUCTIONS**

### **APPLICATION ORDER**

It is recommended that your application be organized in the following manner and include the following parts:

#### **PART I: APPLICATION FOR FEDERAL ASSISTANCE (STANDARD FORM 424 (REV. 1/99))**

This part of your application consists of the standard application face page on which you provide basic identifying information about the applicant and the application. Specific instructions for completing this form are located on the back of the form.

Applicants should clearly indicate, in block #3 of this form, the CFDA number of the program (e.g., 84.320A) under which the application should be considered. If this information is not provided, your application may be assigned and reviewed under a different program than the one you intended.

You must submit a separate application for each program for which you apply. Each application should be prepared following the instructions and selection criteria as closely as possible.

#### **PART II: PROJECT ABSTRACT**

A 1-2 page abstract describing the proposed project, including the objectives and how the project will address the unique educational needs of Alaska Natives.

#### **PART III: ASSURANCES AND CERTIFICATIONS**

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in the package are:

- Assurances-Nonconstruction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transaction
- Disclosure of Lobbying Activities

#### **PART IV: PROGRAM NARRATIVE**

This part of your application requires a narrative that addresses the selection criteria that

will be used by reviewers in evaluating individual proposals. The program narrative is limited to 25 pages and should be developed and organized according to the selection criteria. The selection criteria will be used to evaluate applications submitted under the Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment Program (CFDA 84.320A); the Alaska Native Home-Based Education for Preschool Children Program (CFDA 84.321A); and the Alaska Native Student Enrichment Programs (CFDA 84.322A). See Program Narrative Instructions & Selection Criteria under this section for additional information and instructions.

**PART V: BUDGET FORM AND INFORMATION (STANDARD FORM 524)**

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide completed budget information for each of the years (1-3) of the proposed project. Specific instructions for completing the budget forms and information immediately follow the form. Remember that Section C requires an itemized budget breakdown by project year and requests other explanations or comments deemed necessary.

**NO GRANT MAY BE AWARDED UNLESS A COMPLETED APPLICATION HAS BEEN RECEIVED BY THE DUE DATE.**

**BE SURE TO SUBMIT ONE ORIGINAL AND TWO COPIES OF THE COMPLETED APPLICATION.**

**POSTMARK DATES WILL NOT BE ACCEPTED. APPLICATIONS MUST BE RECEIVED ON OR BEFORE MARCH 20, 2000.**



# **SF 424 and Instructions Assurances and Certifications**

Please refer to:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

## **PROGRAM NARRATIVE INSTRUCTIONS & SELECTION CRITERIA**

### **PROGRAM NARRATIVE INSTRUCTIONS**

The program narrative should follow the order of the selection criteria listed below. Describe in detail activities planned for each funding period. As you formulate your proposed project objectives and evaluation plans, it may be helpful to review the performance indicators to see how program narrative information that is referenced in the performance indicators is aligned to specific Alaska Native Education Programs performance plan objectives and indicators. A copy of the performance indicators has been included in this application package for your information. In addition, see Section E, Notice to All Applicants (Section 427 GEPA), regarding the provision that applies to applicants for new grant awards under Department programs.

The selection criteria below will be used to evaluate applications submitted to the Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment Program competition (CFDA 84.320A), the Alaska Native Home-Based Education For Preschool Children Program competition (CFDA 84.321A), and the Alaska Native Student Enrichment Programs competition (84.322A). These criteria are taken from the Education Department General Administrative Regulations, as codified at 34 CFR 75.201 and 75.210 (revised as of July 1, 1999).

### **SELECTION CRITERIA:**

The project narrative should include the following sections in this order, and is limited to 25 pages:

#### **(A) NEED FOR PROJECT. (\_5\_ points)**

- (1) The Secretary considers the need for the proposed project.**
- (2) In determining the need for the proposed project, the Secretary considers one or more of the following factors:**
  - (i) The magnitude or severity of the problem to be addressed by the proposed project.**
  - (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.**
  - (iii) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
  - (iv) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.**

**(B) SIGNIFICANCE. ( \_5\_ points)**

- (1) The Secretary considers the significance of the proposed project.**
- (2) In determining the significance of the proposed project, the Secretary considers one or more of the following factors:**
  - (i) The significance of the problem or issue to be addressed by the proposed project.**
  - (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

**(C) QUALITY OF PROJECT DESIGN. ( \_25\_ points)**

- (1) The Secretary considers the quality of the design of the proposed project.**
- (2) In determining the quality of the design of the proposed project, the Secretary considers one or more of the following factors:**
  - (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
  - (ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**
  - (iii) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.**

**(D) QUALITY OF PROJECT SERVICES. ( \_25\_ points)**

- (1) The Secretary considers the quality of the services to be provided by the proposed project.**
- (2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
- (3) In addition, the Secretary considers one or more of the following factors:**
  - (i) The extent to which the services to be provided by the proposed project are appropriate to the need of the intended recipients or beneficiaries of those services.**

- (ii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.
- (iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

**(E) QUALITY OF PROJECT PERSONNEL. (\_15\_ points)**

- (1) The Secretary considers the quality of the personnel who will carry out the proposed project.
- (2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (3) In addition, the Secretary considers one or more of the following factors:
  - (i) The qualifications, including relevant training experience, of the project director or principal investigator.
  - (ii) The qualifications, including relevant training and experience, of key project personnel.
  - (iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

**(F) ADEQUACY OF RESOURCES. (\_5\_ points)**

- (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers one or more of the following factors:
  - (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
  - (ii) The extent to which the budget is adequate to support the proposed project.
  - (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

**(G) QUALITY OF MANAGEMENT PLAN. (\_10\_ points)**

- (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

**(H) QUALITY OF PROJECT EVALUATION. ( \_10\_ points)**

- (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.**
- (2) In determining the quality of the evaluation, the Secretary considers one or more of the following factors:**
  - (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
  - (ii) The extent to which the methods of evaluation are appropriate to the context within which the project operates.**
  - (iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

## Performance Indicators

### Alaska Native Education Program--\$13,000,000 (FY 2000)/Requested budget--\$XXXXXXX (FY 2001)

**Alaska Native population to achieve to challenging standards through supporting supplemental programs that meet their unique educational needs.**  
**Program to Volume 1, Department-wide Objectives:** The Alaska Native Education program supports objectives 1.1 and 2.4 of the Department of Education. The program provides financial assistance for educational services that meet the special needs of Alaska Native children and families so that these children can achieve to challenging standards through supporting supplemental programs that meet their unique educational needs.

and Targets	Performance Data	Assessment of Progress	Sources and Limitations
<b>Alaska Native students will have access to instruction and curriculum that meet their unique educational needs.</b>			
<b>Achievement:</b> Percentages of Alaska Native students who will meet the standards that are set by the state or federal standards in math and science.	<b>Actual Performance</b> The total statewide enrollment for Alaska Natives in grades K-12 is 25%. Statewide achievement data is not disaggregated for Alaska Native students. Statewide achievement overall for Alaskan students for 1997-98:  In math 36.8% of 4 <sup>th</sup> grade students scored in the top quartile and 19.5% scored at the bottom quartile.  In math 32.1% of 8 <sup>th</sup> grade students scored in the top quartile and 18.4% scored at the bottom quartile.  An evaluation of three of the six programs funded under the Alaska Native Student Enrichment program found that participating students showed an increase in performance on assessments in math and science.  <b>Performance Targets</b> <b>1999:</b> <b>2000:</b> continuing increase in math and science performance for Alaska Native students. <b>2001:</b> continuing increase	<b>Status:</b> Unable to judge  <b>Explanation:</b> Disaggregated data on Alaska Native student achievement in math and science is not available, thus making tracking the progress difficult to judge.	<b>Source:</b> Grantee performance data from Alaska Native Student Enrichment Program, 1999 <i>Frequency:</i> annual <i>Next Update:</i> 2000  <b>Validation Procedures:</b> Data supplied by Grantee formal verification applied  <b>Limitations of Data:</b> <b>Improvements:</b> The research and data on the educational status of Alaska Native children is limited.
<b>Professional Development:</b> The percentage of teachers of Alaska Native students who are trained to address their unique needs each year.	<b>Actual Performance</b> Approximately 70 teachers participated in professional development/teacher training activities under this program. These programs prepared teachers to teach their subjects in the native language as well as English, to address the unique needs of native children, and impart the native language, culture and values to their students.  <b>Performance Targets</b> <b>1999:</b> <b>2000:</b> continuing increase <b>2001:</b> continuing increase	<b>Status:</b> Positive movement toward trend  <b>Explanation:</b> Program is focused on providing professional development to teachers in rural areas. However, we are not able to measure the extent to which the professional development leads to improved performance in the classroom.	<b>Source:</b> Grantee performance data from Alaska Native Education Planning, Curriculum and Teacher Training, 1999 <i>Frequency:</i> annual <i>Next Update:</i> June 2000  <b>Validation Procedures:</b> Data supplied by Grantee formal verification applied  <b>Limitations of Data:</b> <b>Improvements:</b> This indicator is not known of teacher knowledge.

**Alaska Native Education Program--\$13,000,000 (FY 2000)/Requested budget--\$XXXXXXX (FY 2001)**

**Alaska Native population to achieve to challenging standards through supporting supplemental programs that meet their unique educational needs**  
**Program to Volume 1, Department-wide Objectives:** The Alaska Native Education program supports objectives 1.1 and 2.4 of the Department of Education. The program provides financial assistance for educational services that meet the special needs of Alaska Native children and families so that these children can achieve to challenging standards through supporting supplemental programs that meet their unique educational needs.

Objectives and Targets	Performance Data	Assessment of Progress	Sources and Limitations of Data
			measure the quality of the program's development activities.  The data will be improved by encouraging grantees to collect teacher evaluations/teacher surveys to evaluate development activities.
<b>Objectives of Alaska Native preschool students will become more effective educators through active involvement in their children's education</b>			
<b>Objective:</b> The program will increase the ability of parents to report on the quality of their child's education and increase each child's achievement.	<b>Actual Performance</b> No data available until 2000  <b>Performance Targets</b> <b>1999:</b> <b>2000:</b> baseline <b>2001:</b> continuing increase	<b>Status:</b> No 1999 data but progress toward target is likely.  <b>Explanation:</b> Grantee is required to complete an evaluation of the Home Based Education for Preschool Children Program in FY 2000. Data will be available in 2000 and 2001.	<b>Source:</b> Grantee evaluation of the Home Based Education for Preschool Children Program <i>Frequency:</i> one time <i>Next Update:</i> 2000  <b>Validation Procedures:</b> Data supplied by Grantee formal verification applies  <b>Limitations of Data:</b> <b>Improvements:</b> Grantee is required to complete an evaluation of the program that is supplied after the start of school could be measured to see if parent involvement continues after school.

**Program Strategy(s)**

- It will seek approval to change/modify the U.S. Department of Education Grant Performance Report form in order to correctly align the requestors' objectives.
- It will provide information to help facilitate networking among schools, Alaska Native education organizations, and resource centers to address the needs of Native students.
- It will share promising models, approaches, and research with Alaskan Native projects.

**Program Coordinates with Other Federal Activities**

It will coordinate with Title I to gain access to assessment data and encourage disaggregated data for Alaska Native Student achievement.

**Program Goal**

There is no data regarding Alaska Native student achievement is not available.  
Native student population is 30,782; this program is serving less than 5% of this population.

**Alaska Native Education Program--\$13,000,000 (FY 2000)/Requested budget--\$XXXXXXX (FY 2001)**

Alaska Native population to achieve to challenging standards through supporting supplemental programs that meet their unique educational needs. **Program to Volume 1, Department-wide Objectives:** The Alaska Native Education program supports objectives 1.1 and 2.4 of the Department's Strategic Plan. The program provides financial assistance for educational services that meet the special needs of Alaska Native children and families so that these children

and Targets	Performance Data	Assessment of Progress	Sources and Information
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Old Annual Plan (FY 1999)

Current Annual Plan (FY 2000)

Objectives. Increasing percentages of Alaska Native enrichment programs will provide support services to families. The program does not consider



# **ED form 524 Sections A, B, and C and Instructions**

**Please refer to:**

<http://ocfo.ed.gov/grntinfo/appforms/ed524frm.doc>

## **SECTION D**

### **TRANSMITTAL INSTRUCTIONS & CHECKLIST**

Application Transmittal Instructions  
Application Checklist

## **APPLICATION TRANSMITTAL INSTRUCTIONS**

### **Mailing Address**

An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: CFDA #84.\_\_\_\_ (Be sure to include the correct numeric and alpha description -e.g. 84.320A), Room 3633, ROB#3, Washington, DC 20202-4725

### **Applications Sent by Mail**

To qualify for funding consideration, applications sent by mail must be received no later than 4:30 p.m. (Eastern Standard Time) March 20, 2000. Postmark dates will not be accepted. Applications received after 4:30 p.m. (Eastern Standard Time) March 20, 2000 will not be read. The announced closing date and procedures for submission will be strictly observed. Applicants should also note that the closing date applies to both the date the application is received and the hand delivery date. An applicant is encouraged to use registered or at least first-class mail.

Each late applicant will be notified that its application will not be considered.

### **Applications Delivered by Hand/Courier Service**

Applications delivered by hand must be received by 4:30 p.m. (Eastern Standard Time) March 20, 2000 by the U.S. Department of Education, Application Control Center, Room 3633, General Services Administration National Capital Region Office Building #3, 7<sup>th</sup> and D Streets SW, Washington, D.C. 20202-4725.

The Application Control Center will accept deliveries between 8:00 a.m. and 4:30 p.m. (Eastern Standard Time) daily, except Saturdays, Sundays, and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

In order for an application sent through an overnight delivery service to be considered timely, the application must be delivered before 4:30 p.m. (Eastern Standard Time) March 20, 2000.

## **APPLICATION CHECKLIST**

**Does your application include the following?**

- \_\_\_\_\_ **Cover Page (SF 424)**
- \_\_\_\_\_ **Budget Form (ED Form 524)**
- \_\_\_\_\_ **Itemized Budget and other budget information**
- \_\_\_\_\_ **Project Abstract**
- \_\_\_\_\_ **Program Narrative which includes responses to selection criteria**
- \_\_\_\_\_ **Assurances and Certifications**

- ☐ **Assurances - Non-construction Programs**
- ☐ **Notice to All Applicants**
- ☐ **Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace requirements.**
- ☐ **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**
- ☐ **Disclosure of Lobbying Activity**
- ☐ **Certification of Eligibility**

**Did you ---**

\_\_\_\_\_ **Provide one (1) original plus two (2) copies of the application?**

\_\_\_\_\_ **Include all required forms with original signatures and dates?**

\_\_\_\_\_ **Mail Application To:**            **OR**    **Hand-deliver To:**

**ALASKA NATIVE PROGRAMS**  
**\*ATTN: CFDA # 84.**  
**U.S. Department of Education**  
**Coordination and Control Branch**  
**400 Maryland Avenue, SW**  
**Washington, DC 20202-4725**

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**Coordination and Control Branch**  
**7<sup>th</sup> & D Streets, SW, Room 3633**  
**Washington, DC 20202-4725**

**\*Indicate the CFDA number of the program (e.g., 84.320) representing the competition in which the application should be considered.**

**\*Postmark dates will not be accepted. Applications must be before 4:30 p.m. (Eastern Standard Time) March 20, 2000. closing date.**

## **SECTION E**

### **OTHER IMPORTANT INFORMATION AND NOTICES**

Notice to All Applicants (Section 427 GEPA)  
Important Notice to Prospective Participants in U.S. Department of Education  
Contract and Grants Program  
Grant Application Receipt Acknowledgement

## NOTICE TO ALL APPLICANTS

Thank you for your interest in this program. The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**IMPORTANT NOTICE TO PROSPECTIVE  
PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION  
CONTRACT AND GRANT PROGRAMS**

**GRANTS**

Applicants for grants from the U.S. Department of Education (ED) have to complete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applicants. Prospective applicants can avoid disappointment if they understand that.

Failure to meet a deadline will mean that an applicant will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED Employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applicants may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

**CONTRACTS**

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contract Specialist identified on the face page of the RFP.

Offerors are judged in competition with others, and a failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for 208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In an effort to be certain this important is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

#### **GRANT APPLICATION RECEIPT ACKNOWLEDGMENT**

If you fail to receive the notification receipt within fifteen (15) days from the closing date, call:

U.S. Department of Education  
Application Control Center  
(202) 708-9495

#### **GRANT AND CONTRACT FUNDING INFORMATION**

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page    <http://www.ed.gov/>                      (WWW address)  
Gopher://gopher.ed.gov/ (Gopher address)

GCS Web Internet Page    <http://gcs.ed.gov/> (WWW address)  
Gopher://gcs.ed.gov/ (Gopher address)

ED Board Computer BBS` (202) 260-9950